

# Unit 5

## Old and new



# Lesson 1

## Family heirlooms




# Write the letter (A–G) of each sentence in the correct place (1–7) in the texts.





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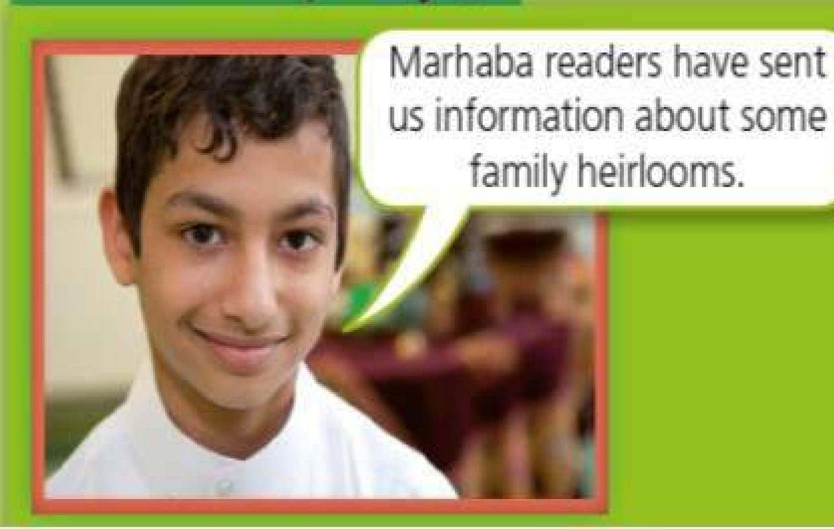
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## We've had it for ages




A ... when she was a girl.

B ... it was not in good condition.

C ... and great grandparents lived.

D ... ~~for more than 100 years~~.

E ... I have not sold the stamps.

F Here is a photo of some of our stamps.

G ... have made it into a small museum.



## Hassan Shakshir

Our family has been in the Taif area for many centuries. We have owned the house in the photo [1] ___D___ We moved many years ago and for a long time the house was empty and [2] ___B___ However, we have now repaired and repainted the house. Recently we have put traditional furniture into it and [3] ___G___ Now young people can see how their grandparents [4] ___C___

## Hala Ibrahim

[5] ___F___ My family has owned a collection of stamps for 70 years. My great grandmother started collecting them [6] ___A___ Each new generation of daughters collected stamps and later gave them to their daughters. My mother gave them to me. I have owned this collection for three years. Friends can't understand why [7] ___E___ The answer is easy – the stamps are part of our family's history.



## B READING Work in pairs. Ask and answer.

1 Where is Hassan's family from?

3 What happened when the family moved?

5 How long has Hala's family owned a collection of stamps?

7 Who gave the stamps to Hala?

2 How long has his family been there?

4 What have the family done to the house?

6 Who started collecting stamps?

8 Why hasn't Hala sold the stamps?

1. ( the family / it is from ) the Taif area .

2. ( the family / it has been there ) for centuries .

3. The house was empty and in bad condition .

4. It has painted and repaired the house / it has made it onto a small museum .

5. For 70 years .

6. Hala's great grandmother .

7. Hala's mother .

8. The stamps are part of her family history .




Tick (✓) the correct meaning, A or B, for these words.

1 heirloom
- A families have had these objects for a long time ☑ V
- B a traditional Saudi Arabian house ☐

2 repair
- A to fix or make better something old or broken ☑ V
- B to increase or make something bigger ☐

3 generation
- A the people in a family or a group of about the same age ☑ V
- B these people collect stamps ☐




Mark the stress on the words. Then listen, check and repeat.

1 heirloom 2 collection 3 furniture 4 repair 5 generation

Co'llection 'furmiture Re'pair gener'ation




**Read and remember, then underline.**

1 We often use *for* and the present perfect tense, for example, *We have lived here for two years.*

2 We use *for* with a length of time, for example, *hour, day* or *year.*

3 Which time words can we use with *for* and the present perfect? Underline the correct words.

| | | | |
|---|---|---|---|
| A Monday | B ten o'clock | C a week | D 2005 |
| E three months | F 50 years | G the morning | H March |




# Number the pictures.

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We've had it for ages

| A | B | C | D | E |
|---|---|---|---|---|
| 2 | 4 | 1 | 5 | 3 |



G SPEAKING **Work in pairs. Ask and answer.**

What is your favourite object?

How long have you had it?



# Lesson 2

## Which holiday would you prefer ?




## Ask and answer.















### Mountain climbing



My brother and I spent a week in youth hostels in Germany. We went mountain climbing with 20 young people from different countries. It was very enjoyable. We were tired but very fit at the end. **Jamal**

### Studying Japanese culture



My mum and I stayed in Japan for seven days to study Japanese culture. We learned about traditional clothes like kimonos, painting and calligraphy, theatre and folk stories and how to make paper models. It was really interesting. **Nadia**

1 Where did Jamal and Nadia go?

**Jamal went to Germany and Nadia went to japan .**

2 Who did they go with?

**Jamal went with his brother and Nadia went with her mother .**

3 What did they do there?

**Jamal went mountain climbing and Nadia studied Japanese culture .**

4 What did they think of their holidays?

**Jamal thought it was very enjoyable and Nadia thought it was really interesting .**

## READING AND SPEAKING Choose and complete one of these sentences.

1 I would prefer a mountain climbing holiday to studying in Japan because . . .

2 I would prefer studying in Japan to a mountain climbing holiday because . . .

3 I wouldn't like to study in Japan or go mountain climbing because




Jamal and Nadia compare holidays. Tick *more, less* or *same* in the table.

**1 Jamal's holiday**

| | more | less | same |
|---|---|---|---|
| comfortable | | ✓ | |
| educational | | | √ |
| energetic | | √ | |
| expensive | | | √ |

**2 Nadia's holiday**

| | more | less | same |
|---|---|---|---|
| comfortable | ✓ | | |
| educational | | | √ |
| energetic | | √ | |
| expensive | √ | | |




Make sentences with *as (adjective) as* or *not as (adjective) as.*

1 Jamal's holiday/be/not as comfortable/Nadia's holiday
2 Nadia's holiday/be/as educational/Jamal's holiday
3 Nadia's holiday/be/not as energetic/Jamal's holiday
4 Jamal's holiday/be/not as expensive/Nadia's holiday

**Jamal's holiday wasn't as comfortable as Nadia's holiday.**

**2. Nadia's holiday was as educational as Jamal holiday .**

**3. Nadia's holiday wasn't as energetic as Jamal's holiday .**

**4. Jamal's holiday wasn't as expensive as Nadia's holiday .**




**Read and remember.**

1 *Lena* ***<u>prefers</u>*** *tea to coffee* means *Lena* **always** *likes tea more than coffee.*

2 With *prefer* we can add verb + *-ing*. For example *I prefer drinking tea to (drinking)* coffee.

3 *Lena* **<u>would prefer</u>** *juice to water* means *Lena chooses juice* **this time** *not water.* (Another time in the future Lena may choose water, not juice.)

4 With *would/'d prefer* we add *to* + verb. For example *I'd prefer (to have) juice (and not water).*




Complete the sentences with *prefer* or *would/'d prefer*.

1 Would you like a biscuit? I'd prefer to have cake, please.

2 Ali and Omar **prefer** watching TV to playing football.

3 Julie and Dalal **prefer** cooking to washing up.

4 We always go the park after school. Today, I **'d prefer** to the supermarket.

5 The weather's nice this afternoon. I think I **'d prefer** to walk home.

6 Do you **prefer** spending the summer in Saudi Arabia or going to Egypt?




Make sentences about the cars with *as (adjective) as* or *not as (adjective)*.










| | | | | | |
|---|---|---|---|---|---|
| speed: | 125kph | speed: | 153kph | speed: | 142kph |
| length: | 3m 95cm | length: | 4m 65cm | length: | 4m 40cm |
| weight: | 1000kg | weight: | 1950kg | weight: | 1450kg |
| year: | 1928 | year: | 1937 | year: | 1932 |
| size: | two people | size: | five people | size: | four people |

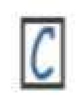


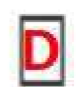
# Lesson 3

## Tomorrow's world

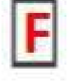



Write the letter for each paragraph in the box next to the correct title.

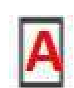
1 Fewer people will die in accidents  C


2 We will live longer  D

3 There will be more people  E


4 They will become quicker   F

5 We will pay more to eat and drive B


6 Their job is to say what might happen  A

**A** Futurologists are scientists. They make predictions about how the world will change by studying the present and the past. Here are some of **their** predictions for the next 20 years.



**B** In the last 50 years the cost of oil and food has increased and it will probably continue to increase. Of course, if we discover more oil or if scientists produce better plants, then prices may not rise very fast. However, **they** probably won't fall.



**C** In the last 30 years many people have died in car accidents. This number of deaths might increase in future because more people are travelling by car. On the other hand, cars are becoming safer so **this** may not happen.

**D** In 1960 the average life expectancy of people in Saudi Arabia was 45 years of age. **It** is now 75 years. Most doctors think life expectancy will continue to increase if people don't smoke and are careful about their weight and diet.



**E** The number of people in the world is growing. In Saudi Arabia the population has risen from 5 million in 1960 to about 30 million today. If the world's population continues to grow, **it** may increase to about 9 billion in 2025.

**F** In the last 50 years computers have become faster, smaller and cheaper because the speed of computer chips has doubled every two years. Most computer scientists think **this** will continue.




Who or what do the words in **bold** refer to?

1 Paragraph A: **their** futurologists
2 Paragraph B: **they**
3 Paragraph C: **this** ______
4 Paragraph D: **It**
5 Paragraph E: **it** ______
6 Paragraph F: **this**

**2. Prices ( of food and oil ) .**

**3. Increase in number of deaths .**

**4. Average life expectancy in Saudi Arabia .**

**5. world's population .**

**6. Speed of computer chips doubling .**




Repeat paragraph D.




## Complete these sentences about the text.

1 Futurologists make predictions …
2 The cost of oil and food will continue to rise because …
3 Prices may not rise very fast if …
4 More people are travelling by car so …
5 People might live longer if …
6 The world's population might increase to 9 billion if …
7 If the speed of computer chips doubles, computers will .

Futurologists make predictions …

… about how the world may change in the future.

2. It has risen for the past 20 years .

3. We discover more oil , or if scientists produce better plants .

4. The number of deaths from car accidents might increase .

5. They don’t smoke and are careful about their weight and diet .

6. The number of people continues to grow .

7. Continue to become faster , smaller and cheaper .

E VOCABULARY Find the nouns for these verbs in the text and write them in your notebooks.

| 1 predict | 2 cost | 3 die | 4 expect | 5 weigh |
|---|---|---|---|---|
| prediction | cost | death | expectancy | weight |


LANGUAGE HELP Read and remember.

| Strong predictions | Weak predictions |
|---|---|
| I *won't be* at home this evening. | I *may arrive* at seven. |
| I *will be* at my uncle's house. | Or I *might go* at eight. |

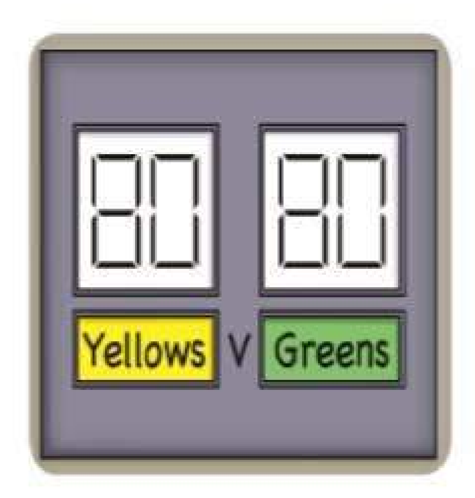



## Look at the pictures and underline the correct word.



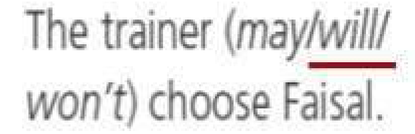











The trainer (*may/will/ won't*) choose Faisal.

Faisal (*might/will/won't*) score for his team.

Faisal's team (*may/will/ won't*) win.

Faisal (*might/will/won't*) complete the match.



## SPEAKING Complete these predictions.

1. If I do well in my studies, I might ______________
2. The price of food will continue to increase so ______________
3. I may look for a job if ______________
4. The speed of computer chips is increasing so ______________
5. If the world's population is 9 billion ______________
6. Life expectancy might fall if ______________

If I do well in my studies …

Yes?

I might study medicine at university.



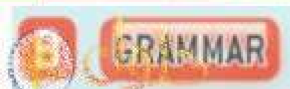

Review

## A READING Are the sentences about the text true (T) or false (F)?

Sami's father sometimes goes to England on business. This year Sami went with him and they stayed in a hotel in London for a weekend. It is much colder there than in Riyadh, so Sami's father took him to a department store to buy a warm coat. He noticed that everything in the store cost more than in Saudi Arabia. On the first day they took a bus tour and saw many famous buildings and monuments. Sami thought that the most interesting of these was Buckingham Palace, the home of Queen Elizabeth II. The next day they went on a boat trip on the River Thames and rode on the London Eye. They had wonderful views of the city from the top. Sami could see that London is bigger than Riyadh.



| | | | |
|---|---|---|---|
| 1 | It is not as cold in Riyadh as it is in London. | T ☑ | F ☐ |
| 2 | Stores in Riyadh are not as large as those in London. | T ☑ | F ☐ |
| 3 | Prices in Saudi Arabia are less expensive than in London. | T ☑ | F ☐ |
| 4 | Buckingham Palace was less interesting than the other buildings. | T ☐ | F ☑ |
| 5 | London is not as big as Riyadh. | T ☐ | F ☑ |



GRAMMAR Write sentences with *more (adjective)*, *less (adjective)* or *as (adjective) as*.




1 blue coat – brown coat
2 grey trousers – brown coat
3 white shirt – T-shirt
4 brown trousers – grey trousers
5 brown coat – brown trousers

The blue coat is not as expensive as the brown coat.

**2. The grey trousers are not as expensive as the brown coat .**

**3. A white shirt is more expensive than a T – shirt .**

**4. The brown trousers are not as expensive than the grey trousers .**

**5. The brown coat is more expensive than the brown trousers .**

# Saudi Stars: Grammar Study







## Predictions

**We use *will* or *won't* when we are sure about what will happen:**

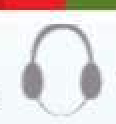
Sami's father **will** travel to London next week. He **won't** stop on the way.

**We use *may* or *might* when we are not sure:**

He **may** go shopping in London. He **might** buy presents for his family.




## Read the predictions. Complete the table.



Track 26

Put a tick (✓) to show who made the prediction. Write *S* if this person is sure and *NS* if she is not sure.

| | | Leena | Julie | Sure/not sure |
|---|---|---|---|---|
| 1 | Travel round the world faster | | ✓ | S |
| 2 | More people living in Saudi Arabia | √ | | S |
| 3 | Not as much oil as we have now | √ | | NS |
| 4 | Travel to other planets | | √ | NS |
| 5 | Expensive to travel | √ | | S |
| 6 | More equipment in the home | √ | | S |
| 7 | Discover more oil | | √ | NS |
| 8 | People live to 100 years or more | √ | | NS |

**D SPEAKING** **Work in pairs. Ask and answer about the future.**



**PRONUNCIATION** Mark the stress • on the words. Then listen, check and repeat.

| | | |
|---|---|---|
| 1 | prediction | Pre’diction |
| 2 | discover | dis’cover |
| 3 | scientist | ‘scientist |
| 4 | equipment | e’quipment |
| 5 | invention | In’vention |
| 6 | different | ‘different |



# Unit 6

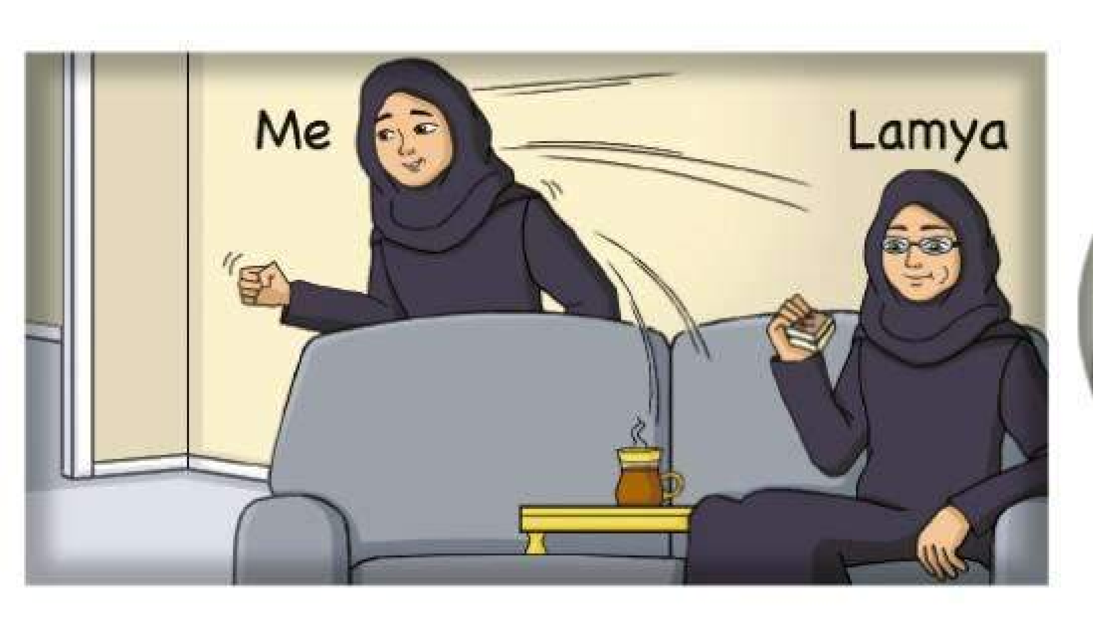
## Requests , opinions and directions



# Lesson 1

## Could you get me some rice?

## SPEAKING Look at the cartoon. What kind of person is Lamya?






# An annoying friend

Lamya is kind and polite. She makes me laugh [1]__D__ she never says anything bad about anyone. [2]__C__ she has one very annoying habit.

At school, Lamya makes this request: 'Would you mind giving me some help with my homework?' When we are at the shops, she says: 'Sorry Noura. Could you buy me some cake? I don't have any money in my purse.' At home, every time I get up, Lamya will always say: 'Noura, would you mind making me some tea, please? I'd rather have tea than coffee, you know.' I never refuse. 'No, I don't mind at all,' [3]__A__ 'Sure, I'll do that for you,' I say.

One day last month, I wasn't feeling well. Lamya was visiting the house [4] B as usual, we were sitting watching TV. Five minutes after the programme started, Lamya said: 'Noura, I'm cold. Could you get me something to eat?' I replied in a loud voice: 'Lamya, couldn't you sometimes do something for yourself?'

Lamya looked surprised and was quiet for a moment. Then she said. 'Of course I'll do it, Noura, [5] E would you mind not shouting, please? I have a bad headache.'

**B** READING **Write the letter for these words in the correct place in the story.**

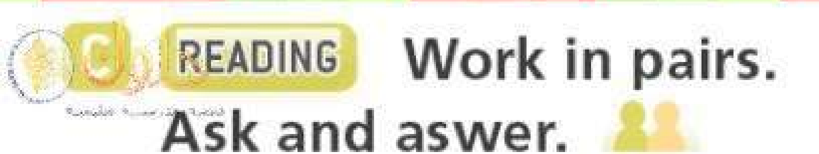
A or

B so

C However,

D and

E but




**Work in pairs. Ask and aswer.**

1 How does Noura describe Lamya?
2 What question does Lamya ask Noura at school?
3 Which drink does Lamya prefer?
4 What did Lamya ask when she was cold?
5 Why was Noura angry about this?
6 In what way is Lamya an annoying friend?

1. Lamya is kind and polite , she makes Noura laugh and she never says anything bad about anyone.

2. Would you mind helping me with my homework?

3. Lamya prefers tea

4. Could you switch off the air conditioner , please ?

5. Because she wanted to watch the film

6. Because she always asks people to do things for her





**LISTENING AND SPEAKING** Repeat the requests.

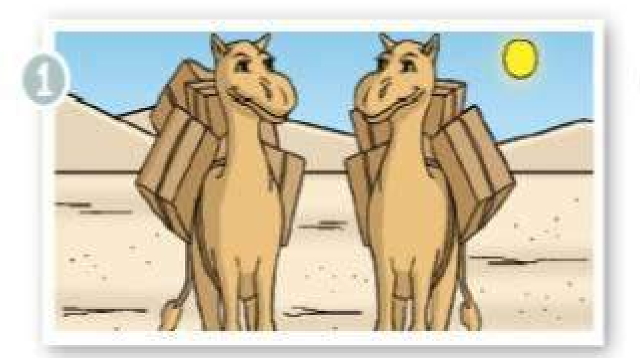
**E** **LANGUAGE HELP** Read and remember.

Here are some different ways to accept or refuse requests politely:

| | Accept | Refuse |
|---|---|---|
| *Would you mind making me some tea?* | *Of course not.* | *I'm sorry, I do.* |
| | *No, not at all.* | *Yes, I would mind.* |
| | Accept | Refuse |
| *Could you get me something to eat?* | *Yes, of course,* | *Sorry. No.* |
| | *Certainly.* | *Sorry, I can't.* |

**LISTENING** Are these requests formal and polite? Tick (✓) *yes* or cross (✗) *no* in each box. Track 29

1






Formal ✓ Polite ✓

2






Formal ✗ Polite ✓

3

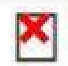





Formal ✓ Polite ✗

4




Formal ✗ Polite ✗

5





Formal ✓ Polite ✓

6






Formal ✗ Polite ✓



SPEAKING **Work in groups. Make conversations for each picture with:**

1 **informal** and polite language. 2 **formal** and polite language.

**H** GRAMMAR **Copy and complete the sentences.**

1 I wouldn't like ____any____ tea, thanks.
2 Leena looked ____________ for her mobile phone but she couldn't find it.
3 Dalal went to a nice shop but ____________ was very expensive there.
4 Lamya always asks me the same thing: 'Noura, can I have ____________ tea, please?'
5 There weren't ____________ free seats on the bus so Ali had to stand.
6 'Did you learn ____________ interesting at school today, Lamya?' her mother asked.



# Lesson 2

## I'd rather live in




Tick (✓) the best title.

- ☐ Where people live is changing
- ☐ The world is now a bigger place
- ☐ 55% of the world's population
- ☐ People outside towns or in the country



Read some background information about towns and the country.

In 1970 about 60% of Saudis and 37% of the world's population lived in towns. 40% of Saudis and 63% of the world's population lived outside towns or in the country. Now, about 85% of Saudis and 55% of the world's population live in towns and 15% of Saudis and 45% of the world's population live outside towns or in the country.




Complete the table.

| | Percentages of people in towns and in the country | | | |
|---|---|---|---|---|
| | Around the world | | In Saudi Arabia | |
| | 1970 | Now | 1970 | Now |
| Town | 37% | 1 55% | 2 60% | 3 85% |
| Country | 4 63% | 5 45% | 6 40% | 7 15% |

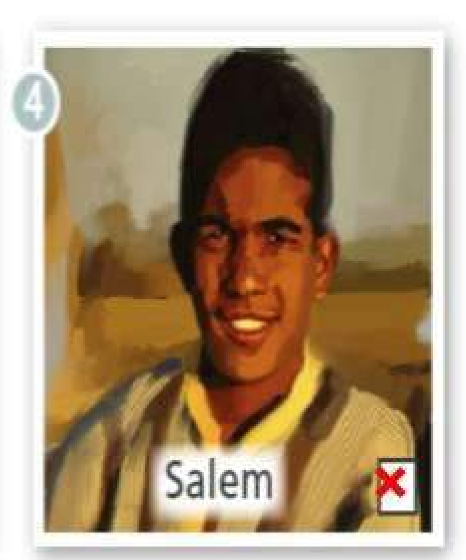
**LISTENING** Do these students like where they live? Tick (✓) *yes* or cross (✗) *no* in each box. Track 30












## Complete the missing words.

**Amy:** *'I live in the [1]* country. *It's [2]* quiet *and peaceful. We have enough friends and there are enough [3]* shops *and there are enough shops.*

**Pablo:** *'I live in a city but I'd rather live in the country. There are too [4]* many *people, there isn't enough [5]* space *and there is too much noise.'*

**Enas:** *'I live in a large city. Some people think there is too much [6]* pollution *and too much traffic but I don't want to move. There aren't [7]* enough *things to do."*

**Salem:** *'I live in a village. In my opinion life in a small place is quiet and [8]* boring *because there are too [9]* few *facilities.'*




## Work in pairs. Make complete sentences.

1 I/be/too tired/cook — we'll go/café/eat
2 there/too many people/on/bus — 'll take/taxi/get home
3 Enas/not have/enough meat — went/supermarket/buy/more
4 Ahmed/be/tired today — 'll go to bed early tonight/get enough sleep
5 Ali/not like living/city — selling/house/move/country
6 Hamad/not want/live/village — 'll stay/city/get/good jon

I'm too tired to cook.

We'll go to a café to eat.

2. We can’t get on the bus . There are too many people in it .

3. Ali doesn’t like living in the city . There is too much pollution .

4. Ahmed is tired today . He didn’t have enough sleep yesterday .

5. Enas doesn’t want to live in the country . There aren’t enough shops or other facilities there .

6. The teacher was angry in the last class . There was too much noise and there wasn’t enough work.

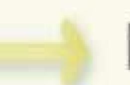



**Read and remember.**

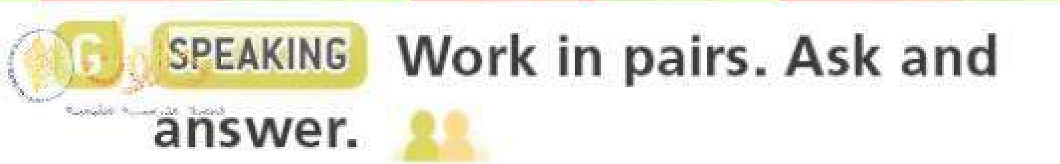
1 Here are two ways to say what you think and agree or disagree politely:

*I'd rather live in the country than live in a town.* → **Agree**

*I agree with you.* *I think so, too.*

*In my opinion life in the country is better than life in a city.*  **Disagree**

*I don't agree.* *I don't think so.*




Work in pairs. Ask and answer.

Would you rather live in a town than in the country?

Would you rather live in the country than in the town?

Give two reasons why.

**WRITING** Complete these sentences in your notebooks

In the future, I don't want to live in ________ because ________ and because ________.

I would rather live in ________ because ________ and because ________.



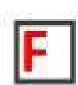
# Lesson 3

## Where's the nearest bank?

**READING** **Write the letter for each paragraph in the box next to the correct title.**




1 Give the simplest route **C**

2 Check the directions  **F**

3 Say where to turn **D**

4  ~~Asking for directions~~  A

5 Other ways of helping **G**

6 Two systems  **B**

7 Give the distance **E**









**A** Visitors to cities often do not know where places are and ask questions like, 'Excuse me, where is the nearest bank?' or 'Please could you tell me where the hospital is?'

**B** There are two general ways to give directions. You can describe what people will see in a particular direction. You can also use words like *north*, *straight*, *left* and *this way* to describe how to go to get to a place.

**C** Give clear and easy to follow directions. For example, say, 'Turn left on this street at the school. Then go straight on for a kilometre until the park.'

**D** A street name, a building or a shop help visitors to know which turning to take. You can add the compass direction as well: 'Turn left at the traffic lights into Foster Road then go east.'

**E** Tell the person how far they need to go. You can say how many streets to pass and also how long the journey will take, for example, 'Walk for two minutes and pass two roads on your right before you turn left.'

**F** When you have finished telling a visitor how to get to a place, ask him or her to repeat what you have said so you know that the visitor has understood the route.

**F** Ask the person to face where he or she wants to go, then use your hand to point to the directions. You can also draw a simple map if you have a paper and pencil. Both these things help people to understand directions.

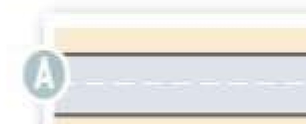


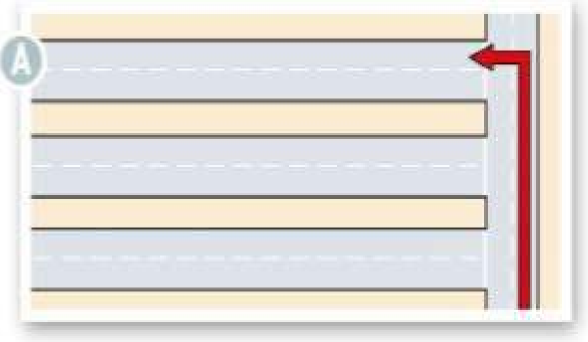

**Tick (✓) true sentences and cross (✗) false sentences.**

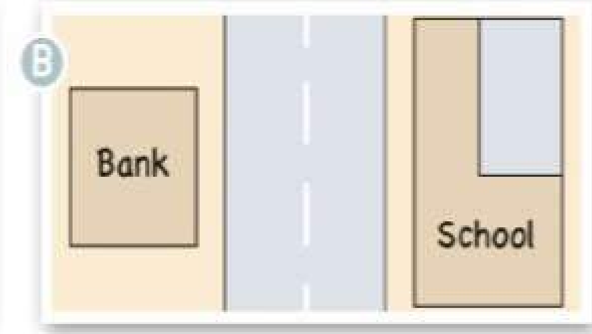
1 Visitors sometimes don't know where places are in a city. ✓
2 You should give directions in different ways. ✓
3 Giving compass directions will not help visitors find places. ✗
4 Information about distances may cause visitors to get lost. ✗
5 It is a good thing if a visitor can repeat your directions to you. ✓
6 Pointing where to go won't help you to find a place more easily. ✗

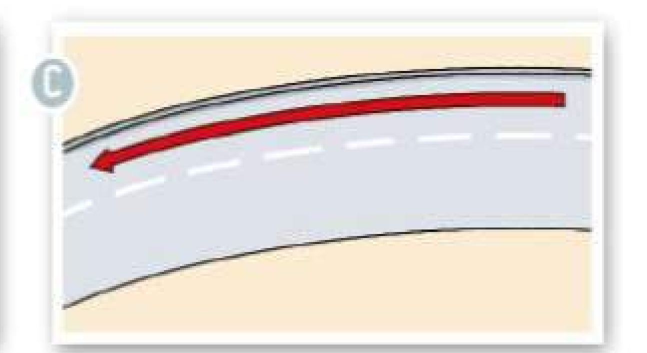


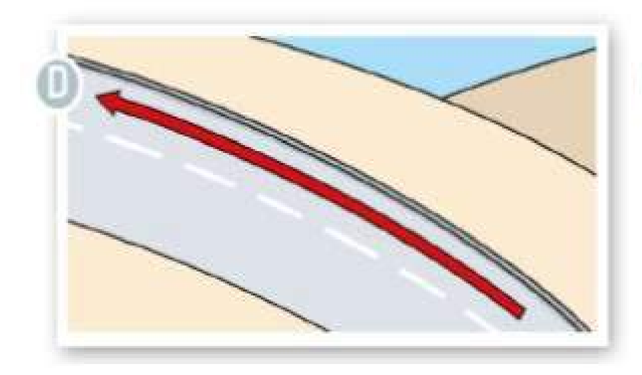

## Match the directions with the phrases.

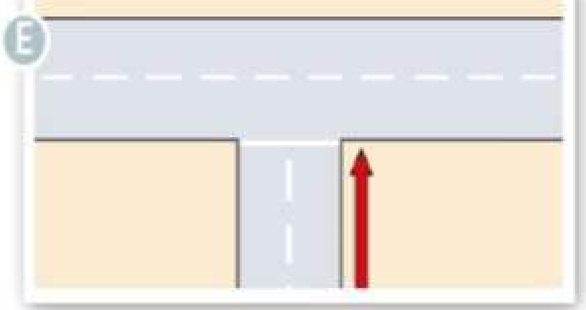


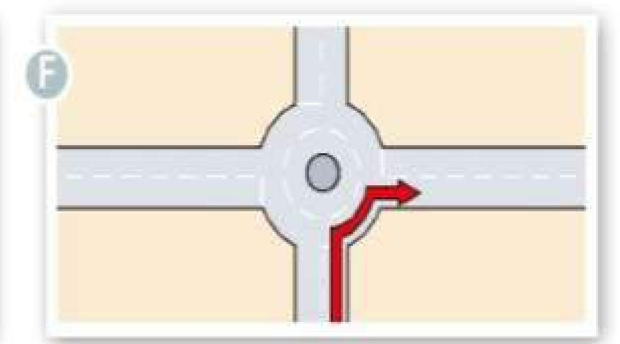


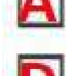




1 ~~Go down the road~~. [E]

2 The bank is opposite the school. [B]

3 Walk to the end of the road. [E]

4 Take the third turning. [A]



5 Turn right at the roundabout. [F]

6 Go up the hill. [D]





**SPEAKING** Cover the writing and say the phrases for each picture.

Picture A?

Take the third turning.

**E** **LANGUAGE HELP** Read and remember directions.

1 Use the present perfect sometimes: *When you have gone up the hill, turn right.*

2 Join directions with *before* and *after* + verb + *-ing*: *After going up the hill, turn right.*

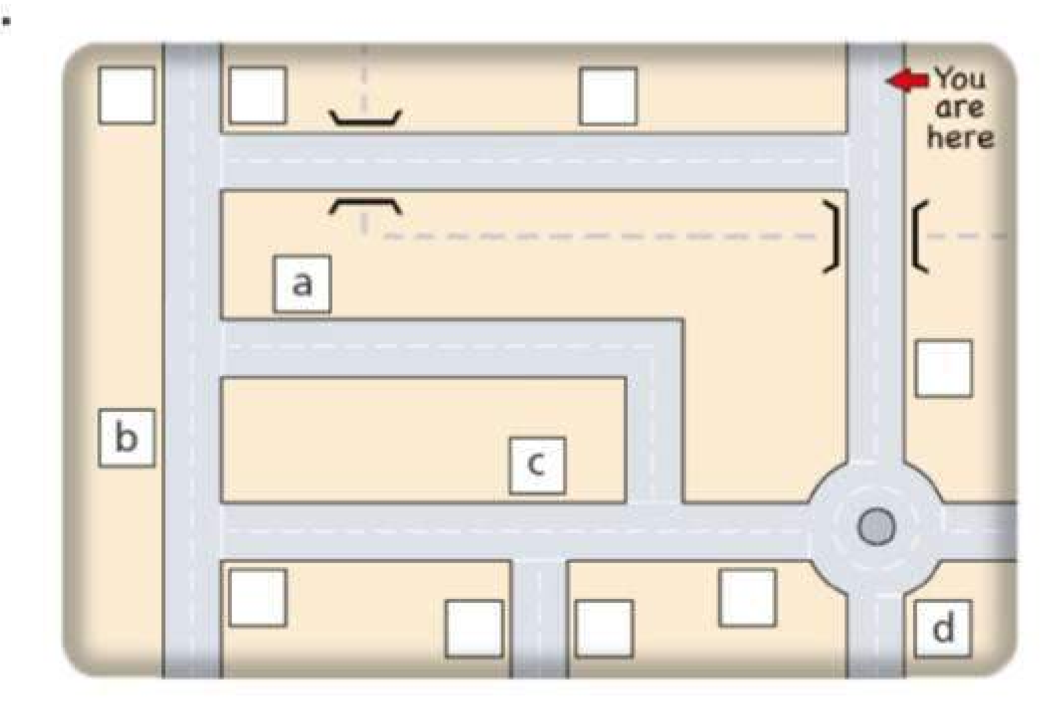
**F** **LISTENING** Label the places.

1 Star Supermarket **c**
2 Hospital **d**
3 Swimming pool **b**
4 Park Hotel **a**



**SPEAKING** **Work in pairs. Give directions to places 1–4.**

1 Start from 'You are here'.
2 Start with *Excuse me* or a greeting.
3 The conversation is formal and polite.
4 Finish with *Thank you*.






## Work in pairs. Make requests.







Could you wipe the table?

Yes, of course.



1 You would like a cold drink.
2 You need some hot water.
3 You would like more sugar in your tea.
4 Your cup is not clean.
5 Your coffee is cold.
6 You would like to see the menu.
7 The waiter forgot to bring a spoon.
8 The air conditioning is too cold.

1. Would you mind making me a cold drink ? Of course not .

2. Please Could I have some hot water ? Yes , of course .

3. Please could I have some more sugar for my tea ? Certainly .

4. Excuse me , this cup is not clean . Please Could you bring another one ? Yes , of course .

5. Excuse me , this coffee is cold . Could you bring another cup please ? Certainly .

6. Could I see the menu , please ? Yes , of course .

7. Would you mind bringing me a spoon ? No , not at all .

8. Would you mind turning the air conditioning ? Of course not .




## Make sentences about the information in the table.

Here are the results of a survey Yazeed conducted for *Marhaba*.

| | Watch TV | Meet friends | Swim | Use computer | Play football |
|---|---|---|---|---|---|
| Khalid | ✗ | ✓ | ✓✓ | ✓ | ✓✓✓ |
| Ahmed | ✗ | ✓✓ | ✓✓ | ✗ | ✓✓✓ |
| Ibrahim | ✓✓ | ✓ | ✗ | ✓✓✓ | ✓ |
| Faisal | ✓ | ✓✓✓ | ✓✓✓ | ✓ | ✓✓ |
| Ali | ✓✓✓ | ✓✓ | ✗ | ✓✓ | |
| Waleed | ✓ | ✓ | ✗ | ✓✓✓ | ✓✓ |

**Khalid likes swimming but he would rather play football.**

**WRITING** Write sentences about what you and your friend like to do.

I like playing tennis but I'd rather go shopping. Leena likes watching TV but she would rather meet her friends.

### -ing form

Use the *-ing* form:

*I enjoy drink**ing** juice.*

*Would you mind bring**ing** tea?*

*How about hav**ing** water?*

### Bare infinitive

Use the bare infinitive with:

*Could you **bring** some coffee, please?*

*I'd rather **drink** tea, please.*

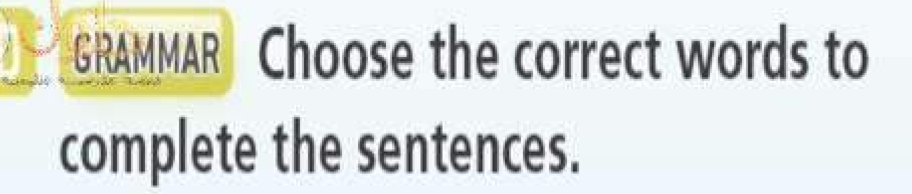
*Shall we **have** juice?*

### Full infinitive

*I would like **to go**.*

*Salim would prefer **to stay**.*

*Go to the shops **to buy** some bread, please.*



**GRAMMAR** Choose the correct words to complete the sentences.

| many | few | much | little | enough |
|---|---|---|---|---|

Adel got up late. He did not have [1] enough time to walk to school. His father did not want to take him by car because there was too [2] **much** traffic. Adel waited for the bus but there were too [3] **many** people on it. There was too [4] **little** room on the next bus too. There were always too [5] **few** buses in the morning. There was too [6] **little** time for Adel to walk to school so he checked to see if he had [7] **enough** money to take a taxi. Then he heard his friend Yazeed calling his name. 'Adel, there's [8] **enough** room for you in our car. We'll give you a lift to school.'



LISTENING **Write the numbers of the places on the plan.**

Julie has invited Dalal and her mother to a concert at her school. She has phoned Dalal to give her directions.

| | |
|---|---|
| Car park | 1 |
| School gate | 8 |
| Classrooms | 2 |
| School offices | 5 |
| Fountain | 7 |
| Trees | 6 |
| School hall | 3 |
| Computer room | 4 |

3
6
4
5
2
7
8
1 Car park




Write directions from the school gate to places 2 and 4 on the plan.



# Unit 7

## Old habits and new experiences



# Lesson 1

## Sami's favourite sport




Match the number of paragraphs 1–6 on the correct pictures A–F.





















## 1 Formula 1

Formula 1™ (F1) races are very fast. Cars reach speeds of 350kph and 500 million people around the world watch them. Drivers and teams must follow special rules in F1.

## 2 Clothing

Drivers didn't have to wear helmets before 1953 but they had to after that date. Drivers must also now wear special clothes to give protection from fire and burns.

## 3 Circuit safety

Safety for drivers and crowds is very important. For example safety walls to protect people watching must be one metre high. Circuits have to have safety cars to help drivers during rain or after serious accidents.

## 4 Medical teams

F1 racing is dangerous. Ambulances are always ready at the circuit. They can reach an accident on the circuit in 30 seconds. Helicopters wait at the circuit to take drivers to local hospitals in case of serious accidents or injuries.

## 5 Starting

Race drivers have a practice lap to check their cars. Drivers mustn't start to race until race officials switch off the red start lights. A driver has to raise an arm if there is a problem with his car.

## 6 Winning

Drivers have to complete a compulsory number of laps over a distance of about 300km to win. Race officials wave a black and white flag to the winning car.

**READING AND SPEAKING** Work in pairs. Find the sentences from Exercise A with the same meaning.

If a driver has a problem with his car he can show this by raising his arm.

A driver has to raise an arm if there is a problem with his car.

1 If a driver has a problem with his car he can show this by raising his arm.
2 Before 1953 helmets were not compulsory for drivers but now they are.
3 Drivers have to wear special protective clothes because of the danger of fire and burns.
4 There are one-metre high safety walls at race circuits to protect people watching.
5 There are special rules for drivers and teams in Formula 1.
6 Drivers can't start a race before race officials switch off the red start lights.

2. Drivers didn't have to wear helmets before 1953 but they had to after that date .

3. Drivers must also now wear special clothes to give protection from and burns .

4. Safety walls to protect people watching must be one metre high .

5. Drivers and teams must follow special rules in F1 .

6. Drivers mustn't start to race until race officials switch off the red start lights .



VOCABULARY Complete the table with words from the passage.

| Adjective | Noun | Adjective | Noun | Adjective | Noun |
|---|---|---|---|---|---|
| injured | 1 injury | safe | 2 safety | crowded | 3 crowd |
| 4 medical | medicine | dangerous | 5 danger | protective | 6 protection |




**Read and remember.**

1 *have to* and *must* have the same meaning in the present *I must go = I have to go.*

2 *have to* changes its grammar, e.g. *I have to go./She has to go.*

3 *must* doesn't change its grammar, e.g. *I must go./She must go.*

4 We only use *must* in the present tense but we use *have to* in different tenses, e.g. *I had to see the doctor yesterday./I'll have to buy a new pen – this one is broken.*

5 *mustn't* means you don't have permission to do something, e.g. *You mustn't park here.*

6 *don't have to* means *it is not compulsory*, e.g. *You don't have to wear a hat to school.*




**Work in groups.**

Talk about:

1 Two things you had to do yesterday.
2 Two things you didn't have to do yesterday.
3 Two things you must do today.
4 Two things you must not do today.
5 Two things you will have to do tomorrow.
6 Two things you won't have to do tomorrow.



# Lesson 2

## Grandma used to like the area

READING **Underline** the ten incorrect words in each article.



# Grandma's old house

1 My mother, Umm Hassan, and me live in a new flat. When Umm Hassan was growing up she didn't use to live in a new house like ours. She used to live in the old part of Riyadh in a traditional shop. The walls were made of mud concrete, not concrete and steel. The windows used to be made of plastic, not made of glass. Grandma was very frightened of her old house.

Grandma used to like the area where she worked, too. It was near the old market. She used to hate looking at the clothes materials, the leather goods, food and stones for sale.' **Reem**

2 When I was six I was tired of my sisters because they went to school and I didn't. Every afternoon when they left home, I used to laugh because I couldn't go with them. This used to calm my mother.

One day she bought me a little school bag, made me a cake, put it in a box in my school bag and bought me with my sisters to the school taxi. Then she took me home again and I ate the sandwich. After that I used to be very sad because I was going to school like my brothers.' **Layan**



## Check the ten incorrect words in each article.

First text : mother ( Grandma ) flat ( house ) : new ( modern ) : shop ( house ) : concrete ( bricks ) : plastic ( wood ) : frightened ( fond ) : worked ( lived ) : hate ( love ) : stones ( spices )
Sedond text : tired ( jealous) : afternoon ( morning ) : laugh ( cry ) : calm ( annoy ) : cake ( sandwich ) : taxi ( school bus ) : took ( brought ) sad ( happy ) : brothers ( sisters)



SPEAKING Talk about Reem and Layan. Correct the mistakes in the articles.







This is a photo of Reem and her grandma Umm Hassan.

They are in front of their house.




## Match the words to the picture.

| | | | | |
|---|---|---|---|---|
| 1 brick **C** | 2 concrete **B** | 3 glass **E** | 4 leather **H** | 5 material **D** |
| 6 metal **I** | 7 paper **J** | 8 plastic **E** | 9 steel **A** | 10 wood **G** |

SPEAKING What are they made of? Ask and answer about the things in the picture.

1 garden wall 2 kite 3 curtains 4 toy car 5 shoes
6 helmet 7 new house 8 fish bowl 9 table

1. brick 2. paper 3. material 4. plastic 5. leather

6. metal 7. concrete 8. glass 9. wood



## Read and remember.

1 *used to* + verb describes past habits or actions: *I used to like sugar in tea (but now I don't).*

2 The negative is: *I didn't use (to live there).*

3 We often make *sentence used to* + verb and the present or present perfect:

*Nadia used to speak French but she doesn't now.*

*Nadia used to speak French but she has forgotten it.*



**SPEAKING** Say sentences.

I used to live in Makkah but now I live in Jeddah.

1 I/live in Makkah/now/in Jeddah
2 Ahmed/walk to school/now/go/by bus
3 Rayyan/play football every/day now/has injured/leg
4 Sara/not understand maths/now/be very good/maths
5 Leen and Shahad/not like computers/now/like/very much

**2. Ahmed used to walk to school . Now he goes by bus .**

**3. Rayyan used to play football every day but now he now has injured his leg ..**

**4. Sara didn't use to understand maths but now she is very good at maths .**

**5. Leen and Shahad didn't use to like computers but now they like them very much .**

WRITING Compare your past and your present life. Write five sentences in your notebook.

1 I used to like pizzas but now I prefer fish.
2 When I was younger, I used to ...



# Lesson 3

## Young achievers




## Underline five present perfect verbs. Circle eight past simple verbs.

The 16-year-old daughter of the explorer David Hempleman-Adams has recently skied to the South Pole with her father.

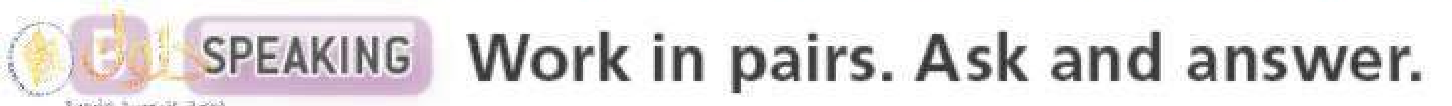
Amelia Hempleman-Adams has become the youngest person to reach the South Pole. Father and daughter were very happy but very tired after 17 days at the South Pole in temperatures as low as minus 50 degrees.

Miss Hempleman-Adams said, 'This journey has been an extraordinary experience. It's the first time I've gone on a trip with my father and now I know what it's like.'

The teenager took homework with her because she had school exams after her trip. However, she didn't do any homework because her father left the books at the camp. They were too heavy to carry.

It is not the first time one of Mr. Hempleman-Adams' daughters has travelled with him. In 2005, Amelia's sister Alicia became the youngest person to walk to the North Pole.





## SPEAKING Work in pairs. Ask and answer.

1 What has Amelia Hempleman-Adams done recently?

2 How old was she when she did this?

3 How long did the journey take?

4 What was the weather like?

5 What did she say about the journey?

6 What did Amelia's sister do in 2005?

She has become …

Amelia has recently skied to the South Pole.

2. She was 16 ( years old ) .

3. The journey took 17 days .

4. It was very cold – as low as minus 50 degrees .

5. She said , this journey has been the youngest person to walk to the North Pole .

6. In 2005 . Her sister , Alicia , became the youngest person to walk to the North Pole .


SPEAKING Work in pairs. Talk about Amelia.



LISTENING Complete the table.

| Mountain | Year | Continent | Height |
|---|---|---|---|
| Mount Kilimanjaro | 2006 | 1 Africa | 5900m |
| Mount Elbrus | 2007 | 2 Europe | 5650m |
| Mount Aconcagua | 3 2008 | South America | 7000m |
| Mount McKinley | 2008 | North America | 4 6.200 m |
| Mount Puncak Jaya | 2009 | Oceania | 5 4.900m |
| Mount Everest | 2010 | 6 Asia | 8850m |
| Mount Vinson Massif | 7 2011 | Antarctica | 4900m |




## Make sentences.

1 Jordan Romero/climb/world's tallest mountains/different continents
2 he/become/youngest person/to do this
3 he/beat/record of/16-year-old boy/Britain
4 2006/reach/top of/Mount Kilimanjaro/Africa
5 age of 12/climbed/highest mountain/South America
6 2010/become/youngest person/climb Mount Everest

Jordan Romero has climbed the world's tallest mountains on different continents.

2. He has became the youngest person to do this .

3. He has beaten the record of a 16 year boy from Britain .

4. In 2006 , he reached the top of Mount Kilimanjaro in Africa .

5. At the age of 12 , he climbed the youngest person to climb Mount Everst .

6. In 2010 , he become the youngest person to climb Mount Everest .




## Read and remember.

### Present perfect

We use *has/have* + the past particle to make the present perfect.

The present perfect connects time or actions in the past to present time or actions.

We use the present perfect for verbs when we don't know the time or it's not important.

We use the present perfect with words like *how long*, *yet*, *just*, *already*, *never* and *ever*.

### Past simple

We add *-ed* to a verb to make the past simple for regular verbs.

The past simple tense is for actions in the past. These actions are finished.

We use the past simple for verbs when we know the time in the past.

We use the past simple with words like *ago*, *yesterday*, *in June*, *last year* and *at ten*.

## SPEAKING Work in pairs.

1 Prepare questions about Amelia Hempleman-Adams and Jordan Romero.

2 Is the interview going to be formal or informal?

3 Take the parts of:

a) TV reporter and Amelia Hempleman-Adams

b) TV reporter and Jordan Romero




Review



## LISTENING Complete the sentences with *must* or *have to*.



**STUDY TIP**
There are five vowels in the English alphabet. All words must have a vowel or a *y* in them.

1 When she was at primary school, Julie had to wear a blue and white dress.

2 When she was six, Julie **Had to** go to school every day.

3 Julie **Didn't have to** do any homework when she was younger.

4 Dalal **must** do homework every day.

5 She **Mustn't** give her homework to her teachers late.

6 Dalal has a lot of homework so she **Has to** go home soon.

7 Julie ____________ finish her project until next week.
**Doesn't have to**



**SPEAKING** Work in pairs. Make sentences comparing the past with the present.

| | Past | Present |
| --- | --- | --- |
| Julie | school/in London | school/in Riyadh |
| Dalal | no homework | homework/every day |
| Waleed | football/with friends | football at a club |
| Ali | not like/play tennis | like/very much |
| Kamal | not know how to swim | swim/very well |
| Leena | walk to school | go by car |
| My brother | work/Dammam | work/Jeddah |
| Rose | not speak Arabic | speak/very well |
| Yazeed | like/watching TV | prefer/computers |



Dalal used to have no homework , Now she has homework everyday.

Waleed used to play football with friends , Now he plays football at a club

Ali didn’t use to like playing chess < Now he likes playing chess very much.

Kamal didn’t use to know how to swim , Now he works in Jeddah.

Rose didn’t use to speak Arabic , Now she speaks Arabic very well.

Yazeed used to like watching TV , Now he prefers computers .

**WRITING** In your notebooks, write sentences comparing what you used to do in the past and what you do now.

I used to go to school in Jeddah. Now I go to school in Riyadh.




## Past tenses

We use the *present perfect* for past actions which connect to the present:

Khalid **has** never **learned** to swim.

We use the *past simple* for actions which happened at a definite time in the past:

Omar *learned* to swim last year.

GRAMMAR Read the text. Underline three past simple verbs. Circle three present perfect verbs.

Lewis Hamilton, who was born in 1985, has become one of the world's most famous Formula 1™ drivers. His interest in car racing began at the age of six, when his parents bought him a toy car. He started to enter competitions and was soon able to beat older drivers. When he was 15 years old, he started car racing in youth championships. He became European champion in 2000. Since then he has competed regularly in international competitions, and has won many titles.

In 2008, aged only 22, Hamilton became world champion. He was the youngest person ever to win the world Formula 1™ championship.






## Match the sentences.

| | | | | |
|---|---|---|---|---|
| 1 | Hamilton first became interested in cars | C | a | when he was only 22. |
| 2 | He raced in youth championships | d | b | in international competitions. |
| 3 | He has won many titles | b | c | when he was six years old. |
| 4 | He won the Formula 1 world title | a | d | at the age of 15. |



GRAMMAR **Complete the paragraph with past simple or present perfect verbs.**

A 19-year-old driver, Yazeed Bin Hamdan, [1] has become (become) the youngest Saudi winner of the Saudi Desert Marathon which [2] started (start) last Saturday and [3] ended (end) yesterday morning in Hail. He [4] arrived (arrive) at the finish of the race 1 hour 23 minutes in front of the second fastest driver, Yahya Al-Kendi from the UAE. '[5] I Have never driven (never drive) in a race as hard as this,' Yazeed [6] said (say) in a TV interview after his win. 'I was very lucky to arrive back safely, alhamdulillah.'



# Unit 8

## Reset , research and religion



Lesson 1

The weather was so nice that I went to the park

## READING Read quickly in pairs. Then ask and answer.

1 Why did Mona go to the park?
2 Why was Mona sad?
3 How much rubbish do we each produce?
4 What's the best way to deal with rubbish?




**1. Because the weather was nice .**

**2. Because some children dropped rubbish in the park .**

**3. About half a toone a year .**

**4. To produce less rubbish .**

# Mona's research

Ⓐ The weather was so nice last Thursday that I went to the park. It wasn't such a hot day that I felt uncomfortable. The park was beautiful. I wanted to stay there.

Ⓑ Twenty minutes later a woman and two young children arrived. They were eating and drinking. One child dropped a sweet packet. The other dropped a water bottle. Then they left the park.

Ⓒ Why were the children lazy? Why didn't the mother tell them off? Why couldn't they throw the rubbish in a bin? This behaviour made me so sad that I went home.

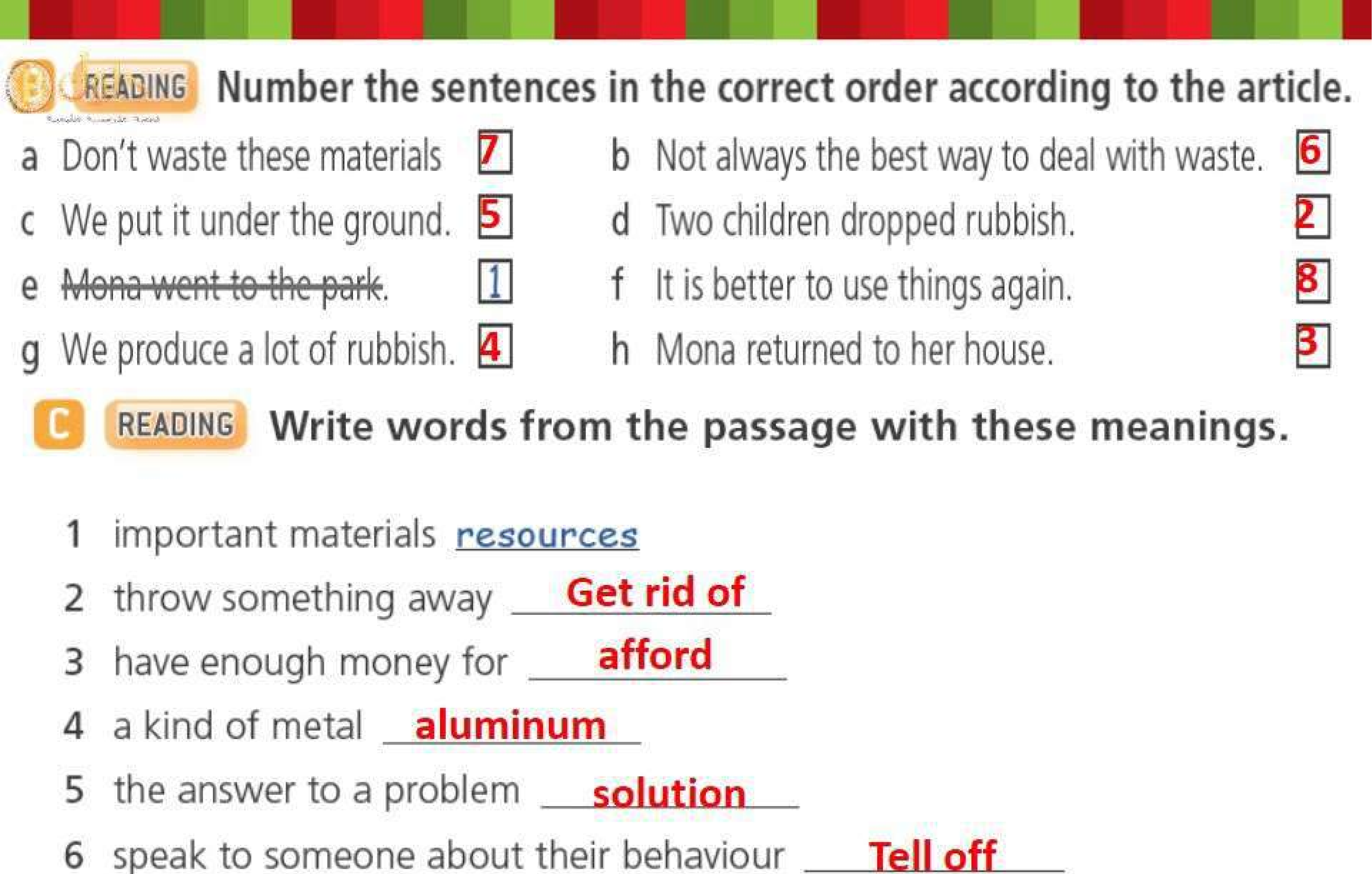
Ⓓ After this, I started thinking about rubbish and did some research on the internet. I was able to find out that we each produce about half a tonne of rubbish in a year?

Ⓔ So how can we deal with this mountain of rubbish? Saudi Arabia is a big country. There are many places where we can get rid of waste, in holes in the ground. This is called landfill.

Ⓕ However, landfill is wasteful and is not always a good way to deal with rubbish. It can pollute drinking water and produce greenhouse gases.

Ⓖ Rubbish can be a resource as well as a problem. For example, wood, aluminium and paper are expensive materials and can easily be used again. We can't afford to throw them away.

Ⓗ The best solution is to produce less rubbish. If we can't always do that, we can at least try to recycle more rubbish.



## B READING Number the sentences in the correct order according to the article.

a Don't waste these materials 7
b Not always the best way to deal with waste. 6
c We put it under the ground. 5
d Two children dropped rubbish. 2
e ~~Mona went to the park.~~ 1
f It is better to use things again. 8
g We produce a lot of rubbish. 4
h Mona returned to her house. 3

## C READING Write words from the passage with these meanings.

1 important materials resources
2 throw something away Get rid of
3 have enough money for afford
4 a kind of metal aluminum
5 the answer to a problem solution
6 speak to someone about their behaviour Tell off




Make sentences with the words in Exercise C.

1 resources

Wood, aluminium and paper are all resources.




Repeat paragraphs A and B.




1 We can use *so* and *such* to say reasons and results:

| **Reason** | **Result** |
|---|---|
| *The weather was so nice* | *that I went to the park.* |
| *It wasn't such a hot day* | *that I felt uncomfortable.* |

2 We use an adjective after *so* and an adjective with a noun after *such*.



**Write the sentences in your notebooks.**

1 The park was beautiful. I wanted to stay there.
2 The children were lazy. They didn't throw the rubbish in the bin.
3 This behaviour made me sad. I went home.
4 Saudi Arabia is a big country. There are many places where we can get rid of waste.
5 Aluminium and paper are expensive materials. We can't afford to waste them.

1. The park was so beautiful that they wanted to stay there.

2. The children were so lazy that they didn't throw the rubbish in the bin .

3. This behavior made me so sad that I went home .

4. Saudi Arabia is such a big country that there are many places where we can get rid of waste .

5. Aluminum and paper are such expensive materials that we can't affoed to waste them .

GRAMMAR **Say sentences.**

1 exam/so difficult that/couldn't
3 Sami/such a nice person that/be able
5 it/such a nice film/couldn't

2 it/such a delicious ice cream that
4 Sara/so clever that/can
6 camera/so expensive/couldn't



# Lesson 2

## Did you sleep well ?




## Underline the adverbs (words ending in *-ly*).








**A** My name is Dr. Howeish. When I was younger, **I** regularly had frightening dreams about huge insects. Because of these dreams I slept badly. I still remember **them** clearly. Happily the dreams stopped when I was ten.

**B** Scientists and doctors don't really know why people sleep or dream. However, **they** know that both these things are important for learning, memory, and health.

**C** During sleep, our brains produce electrical waves. When we sleep the most deeply we produce slow electrical waves. This is 'slow wave sleep'. During another kind of sleep, our eyes move rapidly. We call **this sleep** 'rapid-eye movement' or REM sleep. REM sleep happens four or five times a night when we dream. We sleep more lightly during REM sleep than slow wave sleep and can wake easily.

**D** Because I slept badly when I was a child, I decided to become a specialist sleep doctor. People have problems with sleep for different reasons and my job is to help **them** sleep better.




READING **Ask and answer the questions.**

1 Who wrote this article?
2 What did he dream about?
3 When did these dreams stop?
4 What are sleep and dreams important for?
5 When do we sleep the most deeply?
6 How many times each night do we dream?
7 What kind of doctor is Dr. Howeish?
8 Who does Dr. Howeish try and help?

**Who wrote this article?**

**Dr. Howeish wrote this article.**



## C READING Who or what do the words in **bold** refer to?

1 Paragraph A: **I** Dr. Howeish 2 Paragraph A: **them** __________ 3 Paragraph B: **they** _

4 Paragraph C: **this sleep** __________ 5 Paragraph D: **them** __________

## D LANGUAGE HELP Read and remember.

1 Adverbs add meaning to verbs and sentences.

2 Add *-ly* to adjectives to make adverbs: *regular – regularly.*

3 Use *more* and *most* to make the comparative and superlative of adverbs:

*Ahmed ran quickly. Rashed ran more quickly than Ahmed. Ali ran the most quickly of the three.*

4 Some adverbs are irregular:

*well, better than, the best* — *badly, worse than, the worst*

*hard, harder than, the hardest* — *fast, faster than, the fastest*




Say complete sentences. Use the correct form of the adverb.

Dalal talks very quickly.

1 Dalal talk/very/quick
2 Abdullah/drive/slow/and safe
3 Noor/cook/good  She/cook/good/me or Iman
4 Adel/speak/loud  He/speak/loud/Sami or Yazeed
5 Leena/regular/read/two books in one week
6 Yazeed proofread/articles/carefully/of the people in the *Marhaba* team

**F** LISTENING These people are describing dreams. Number the pictures in the order you hear them.












SPEAKING **Work in groups.**

1 Describe your dreams to the group.
2 Find things about your dreams that you have in common.
3 Tell the class what you found in common.



# Lesson 3

## Muslims in Britain

**READING** Complete paragraphs A–E with the correct phrases from the box.




| | |
|---|---|
| who came here | who travelled to |
| who became | where Yemenis lived |
| ~~who live in~~ | where they found |
| who was | where Muslims can study |
| where I live | who have been |

# Islam in Britain today





Saudi Stars

**A** In my research I discovered there are about one and a half million Muslims [1]who live in Britain today. The story of Islam in Britain begins about 500 years ago. There is a record of a British man, John Nelson, [2]____________ a Muslim at that time.



*A factory in the north of England*



**B** During the 18th century, other British people [3]____________ the Islamic world converted to Islam, for example Edward Montagu, [4]____________ the son of a British ambassador to Turkey.

**C** The first large group of Muslims in Britain were sailors from India [5]____________ about 300 years ago. The next group were Yemeni sailors. The first mosque in Britain was in Cardiff, a port city [6]____________ .

**D** Many Muslims arrived in Britain in the 1960s. They came from India or Pakistan. They came to towns in the north of England like Leeds and Bradford [7]____________ jobs in factories. There are now many Muslims [8]____________ in Britain for 50 or 60 years and many more who were born here.

**E** In Blackburn, the town [9]____________ , 20 per cent of the population is Muslim. There are two Islamic secondary schools, one for boys and one for girls, [10]____________ .




## Read and remember.

1 Look at this sentence: *Many Muslims who arrived in Britain came from India or Pakistan*. The words *who arrived in Britain* are an example of a relative clause.

2 This relative clause in 1 begins with the word *who*. We can also begin relative clauses with other words, such as *which* and *where*.

3 Relative clauses add more information and describe other parts of the sentence. In the example, *who arrived in Britain* describes *many Muslims*.

**GRAMMAR** **Join these sentences with *who* or *where* and write them in your notebook.**

1 The first group of Muslims came to Britain. They were sailors.
2 I know a British man. He converted to Islam last year.
3 That is the electrical factory. I used to work in the factory.
4 That man is my old teacher. He is wearing a black jacket.
5 This is an excellent restaurant. They cook good Indian food in it.
6 What is the name of the place? You are going on holiday to that place next year.

1 The first group of Muslims who came to Britain were sailors.

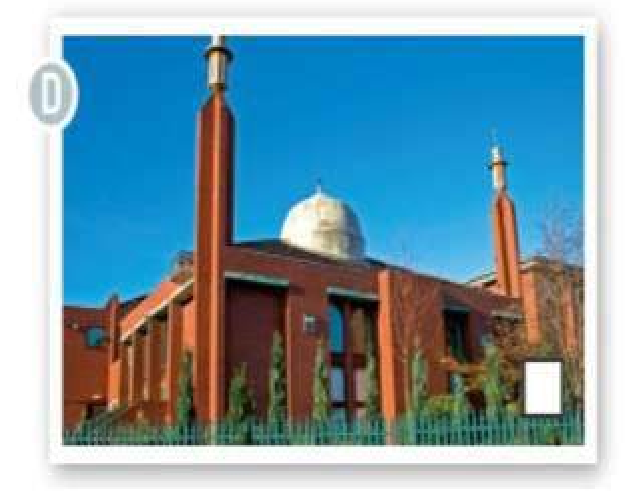



Number Sarah's pictures in the order you hear them.

A 

B 

C 

D 

E 


F 




Say sentences about the pictures.

1 butcher/dad/work

2 woman right/sit/mother

3 mosque/dad/pray/Friday

4 photo/show/pilgrims/go/on the Hajj

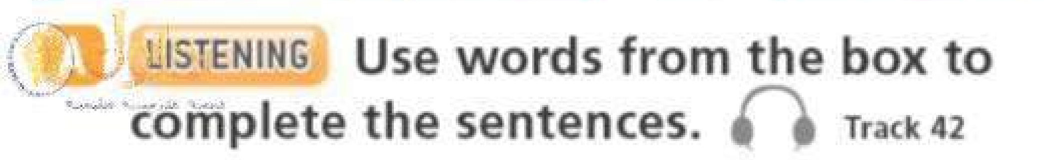
5 brother/study/maths/university

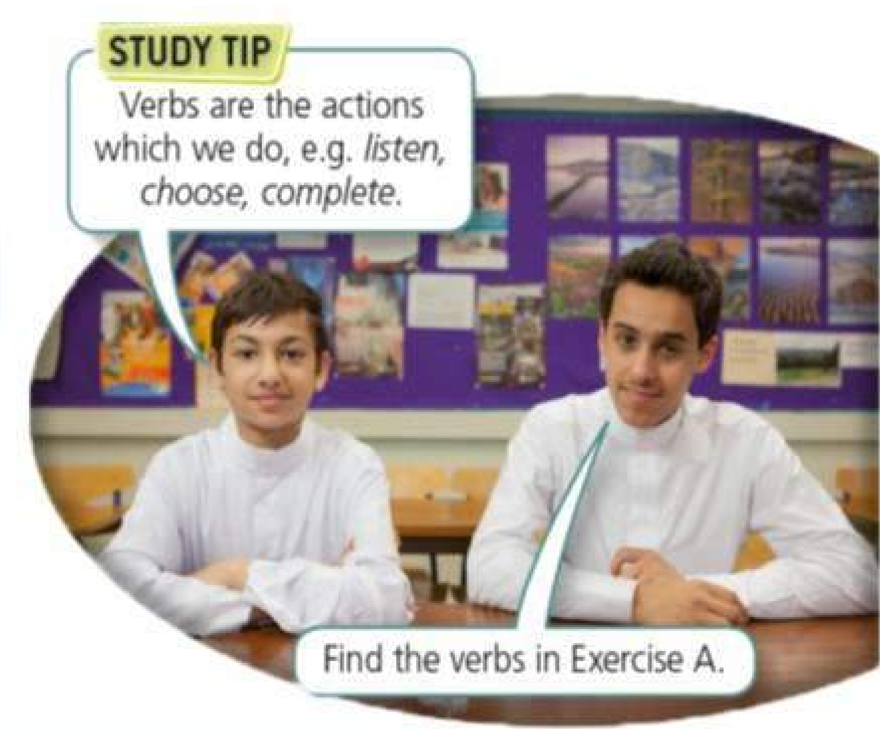
6 primary school/sister and I/used/study

**1 This is the butcher's where Sarah's dad works.**




Review




| exciting | high | tired | expensive |
|---|---|---|---|
| ~~beautiful~~ | interesting | large | thirsty |

The students in Ali's class are telling their English teacher what they did on Saturday.

It was a lovely day. We went to Al Shaeeb Park. It has many [1]beautiful pools and fountains. A lot of people come to admire them. It was very hot and I became [2]_____________ . My father bought me a cool drink.

We went to the Kingdom Centre and went up the tower. It is very [5]_____________ . You can see the whole city from it. We went to the shopping centre afterwards. It was very [6]_____________ . I couldn't afford to buy anything.



My parents took me to the National Museum of Riyadh. The museum is very [3]_____________ and has eight floors. You can't see everything in one visit. It was an [4]_____________ place. I would like to go there again.

My brother took me to a football match at the King Fahad Stadium. The game was very [7]_____________ . People were cheering all the time. I was very [8]_____________ and when I got home and I went straight to bed.




Join the sentences with *so … that* or *such a … that*. Write in your notebooks.

1 It was a lovely day. Ali went to Al Shaeeb park.

2 The fountains in the park are very beautiful. Many people come to admire them.

3 It was very hot at the park. Ali became thirsty.

4 The National Museum is a big place. You can't see everything in one visit.

5 The Kingdom Centre Tower is very high. You can see the whole city from it.

6 The shops were very expensive. Saeed couldn't afford to buy anything.

It was such a lovely day that Ali went to Al Shaeeb Park.

## Change the adjectives to adverbs.

| Adjective | Adverb | Adjective | Adverb |
| --- | --- | --- | --- |
| quick | quickly | loud | ________ |
| soft | ________ | quiet | ________ |
| regular | ________ | polite | ________ |
| safe | ________ | fast | ________ |
| clear | ________ | kind | ________ |
| good | ________ | neat | ________ |




**Work in pairs. Say sentences. Use comparative adverbs.**

1 Leena/write/neat/Dalal
2 My brother/drive/fast/my father
3 Abdullah/speak/quiet/Rashid
4 Faisal/play/football/good/Ali
5 Noor/practise/speaking English/regular/Layla
6 My grandmother/walk/slow/my mother

**Leena writes more neatly than Dalal.**




Copy and complete the sentences in your notebook.

1 A pilot is a person who flies a plane.

2 A park is a place ____________.

3 The man ____________ is my father's friend.

4 Blackburn is a town in England ____________.

5 Many Muslims ____________ attend Islamic schools.

6 A landfill site is a place ____________.

7 Dalal has an English friend ____________.

8 What is the name of the stadium ____________?




Match the words with the definitions. Make sentences with the words.

| | | |
|---|---|---|
| 1 bin | c | a to spoil, make dirty or unhealthy |
| 2 landfill | | b to reuse something, or change it so it can be used again |
| 3 waste | | c a container where you put rubbish |
| 4 materials | | d things we can use to make products, e.g. metal, wood, paper |
| 5 pollute | | e a place where rubbish is buried |
| 6 recycle | | f rubbish created by humans or animals |